

Shaver Empathy Interview Themes- 2024

Tell me about a time when you or a friend got into trouble at school? These themes were identified

Physical Altercations: Many instances involve fights or physical altercations, either initiated by themselves or their friends. These conflicts often arise from various triggers such as disagreements, annoyance, or defending themselves or others.

Disruptive Behavior in Class: Instances of talking in class, being loud, playing with objects, and not paying attention contribute to disruptive behavior in classroom settings. This includes behaviors like throwing chairs, being rowdy during lessons, or engaging in activities like playing games on the computer instead of focusing on schoolwork.

Inappropriate Conduct: Instances of using foul language, engaging in inappropriate activities such as smoking or vaping, and causing disturbances during class or other school-related activities are prevalent.

Consequences of Competitive Sports: Several incidents involve conflicts arising from competitive sports activities, such as fights during soccer games or altercations with students from other classes due to competitive tensions.

Misunderstandings and Mistaken Identity: Instances where individuals face consequences due to misunderstandings or mistaken identity, such as being accused of carrying weapons or being involved in incidents they weren't actually part of.

Friendship Dynamics: Troubles often involve friends, whether through peer pressure leading to rule-breaking, engaging in fights together, or facing consequences alongside friends due to their actions.

Repercussions of Rule Violations: Consequences for rule violations range from detention and suspension to expulsion, depending on the severity of the infraction. These repercussions can impact not only the individual but also their peers and the school environment as a whole.

Social Dynamics and Peer Influence: Social interactions, peer pressure, and conflicts arising from misunderstandings or personal issues contribute significantly to the instances where individuals or their friends get into trouble.

Understanding these themes can help in addressing underlying issues such as conflict resolution skills, classroom management strategies, promoting positive behavior, and fostering a supportive school environment.

Question #2: Tell me about a time where an adult helped you solve a problem?

From the responses provided, several key themes emerge regarding times when students were helped by adults to solve problems:

Conflict Resolution: Adults frequently intervene to resolve conflicts between students, whether it's arguments in the hallway, disagreements during recess, or disputes in sports activities. They often mediate discussions, calm down heated situations, and facilitate communication to find resolutions.

Academic Support: Many instances involve adults providing academic assistance, such as helping with math problems, aiding in writing tasks, or supporting reading and language skills. Teachers are often mentioned as helping with various subjects, including math, reading, and writing.

Emotional Support: Adults offer emotional support by comforting students during distressing situations, providing encouragement, and helping them manage their emotions. This support may involve listening to students, offering words of reassurance, or providing a calming presence.

Family Support: Some students mention receiving help from family members, such as parents or siblings, to navigate social situations or academic challenges. Family members assist in resolving conflicts, providing guidance, and offering practical assistance.

Mediation and Counseling: School counselors or other professionals play a role in helping students address interpersonal conflicts, manage difficult emotions, and

navigate social dynamics. They facilitate discussions, offer guidance, and help students develop coping strategies.

Teacher Involvement: Teachers are actively involved in assisting students with various issues, including academic challenges, conflicts with peers, and emotional distress. They provide guidance, encouragement, and practical assistance to help students overcome obstacles.

Peer Relationships: Adults help students navigate peer relationships by addressing issues such as bullying, conflicts between friends, and misunderstandings. They intervene to promote positive interactions and foster healthy relationships among students.

Safety and Discipline: Adults ensure student safety by addressing situations involving physical harm or potential danger, such as fights, accidents, or unsafe behavior. They enforce disciplinary measures when necessary to maintain a safe and supportive learning environment.

Understanding these themes highlights the multifaceted role of adults in supporting students, both academically and emotionally, and underscores the importance of their involvement in fostering positive outcomes and resolving conflicts effectively.

Question #3: What do you think should happen when students make mistakes at school?

From the responses provided, several ideas and suggestions emerge regarding how students believe mistakes should be handled at school:

Guidance and Support: Students emphasize the importance of teachers providing guidance and support to help them rectify their mistakes. This includes teachers assisting students in fixing errors, talking to them privately, and offering solutions rather than solely focusing on punishment.

Second Chance: Many students advocate for giving students a second chance to correct their mistakes. They believe in forgiveness and learning from errors rather than immediate disciplinary action.

Communication: Effective communication is highlighted as essential in addressing mistakes. Students suggest talking to the individuals involved privately, discussing the issue calmly, and providing constructive feedback to prevent similar mistakes in the future.

Parental Involvement: Several students suggest involving parents or guardians by calling home to inform them about the mistake. This approach aims to create accountability and foster communication between school and home.

Progressive Discipline: Students propose a tiered approach to discipline, where minor mistakes receive warnings or minor consequences, while more significant infractions may result in detention or suspension. They emphasize the importance of considering the severity of the mistake when determining consequences.

Reflection and Learning: Encouraging students to reflect on their actions and learn from their mistakes is a common suggestion. This approach focuses on promoting personal growth and responsibility.

Empathy and Understanding: Students emphasize the importance of empathy and understanding from teachers when addressing mistakes. They suggest using gentle language, providing reassurance, and creating a supportive environment for students to learn from their errors.

Physical and Emotional Space: Providing students with physical space to cool off and emotional support to manage their emotions is suggested by some students. This includes taking breaks, stepping outside, or having a designated calming area.

Customized Approaches: Recognizing that different students may require different approaches, students suggest individualized responses tailored to the specific situation and the needs of the student involved.

Overall, students advocate for a balanced approach that prioritizes learning, communication, and support when addressing mistakes, rather than punitive measures alone. They highlight the importance of fostering a positive and supportive school environment conducive to personal growth and development.

Question #4: Tell me a time when an adult at school caused a problem for you at school.

From the responses provided, several themes emerge regarding times when students felt that adults caused problems for them at school:

Perceived Unfairness or Favoritism: Some students feel that adults, such as teachers or substitutes, exhibit favoritism towards certain students or enforce rules unfairly. This includes instances where teachers partner students together despite animosity, treat genders differently, or distribute rewards unequally.

Miscommunication or Misunderstanding: Students report instances where adults misinterpret their actions or intentions, leading to misunderstandings and unwarranted consequences. This includes situations where teachers accuse students of misbehavior based on false assumptions or misunderstandings.

Inappropriate Discipline: Students mention experiences where adults use inappropriate or excessive discipline methods, such as yelling, punishing without justification, or failing to address conflicts effectively. This can lead to feelings of frustration, anger, or resentment towards the adult involved.

Lack of Support or Understanding: Some students express feeling unsupported or misunderstood by adults, particularly when seeking help or guidance. They report instances where adults fail to provide adequate assistance, offer unclear explanations, or dismiss students' concerns.

Physical Safety Concerns: Several students mention instances where adults' actions or decisions jeopardized their physical safety or well-being. This includes situations where teachers ignore or mishandle injuries, fail to address bullying or physical altercations appropriately, or create hazardous environments.

Emotional Impact: Students describe emotional distress caused by adults' actions, such as feeling humiliated, angry, or upset as a result of interactions with teachers or other school staff. This includes instances of being unfairly blamed, criticized, or disciplined by adults.

Communication Issues: Some students mention difficulties communicating with adults, particularly when they feel misunderstood or unfairly targeted. This includes instances where teachers fail to provide clear instructions or directions, leading to confusion or frustration.

Positive Experiences: Despite negative instances, some students report positive relationships with adults at school and express feelings of safety, support, and understanding. They highlight instances where adults effectively address issues, provide assistance, or create a positive learning environment.

Overall, these themes underscore the importance of effective communication, fairness, and support from adults in fostering positive experiences for students at school. They also highlight the impact of adults' actions on students' emotional well-being and academic success, emphasizing the need for empathetic and understanding approaches to addressing student concerns.

Question #5: Can you tell me about an adult that you feel connected to at school? What makes them special?

From the responses provided, several needs of students regarding their connections with adults at school are evident:

Emotional Support: Many students mention feeling connected to adults who provide emotional support and understanding. They appreciate teachers who listen to them, validate their feelings, and make them feel heard and cared for, especially during difficult times.

Positive Relationships: Students value positive relationships with adults who are kind, friendly, and approachable. They feel connected to teachers who are supportive, make learning enjoyable, and create a welcoming and inclusive classroom environment.

Personalized Attention: Students appreciate adults who take the time to help them individually and address their specific needs. They feel connected to teachers who provide assistance with academic tasks, offer encouragement, and show interest in their well-being.

Engaging Teaching Practices: Students feel connected to adults who use engaging and interactive teaching methods. They enjoy teachers who make learning fun, incorporate activities like experiments or games, and foster a sense of excitement and curiosity in the classroom.

Consistency and Continuity: Students value ongoing connections with adults, including past teachers who continue to engage with them outside of their current classes. They appreciate teachers who maintain relationships over time, greet them warmly, and demonstrate ongoing care and support.

Feeling Special and Valued: Students feel connected to adults who make them feel special and valued. They appreciate teachers who recognize their efforts, provide positive reinforcement, and create a sense of belonging and importance within the school community.

Understanding and Empathy: Students feel connected to adults who demonstrate understanding and empathy towards their experiences and challenges. They appreciate teachers who are empathetic, supportive, and responsive to their emotional and social needs.

Family Connections: Some students feel connected to adults who are family members or have close family relationships within the school. They value the sense of familiarity, trust, and comfort that comes from interacting with family members or familiar adults in the school environment.

Overall, these needs highlight the importance of positive relationships, emotional support, personalized attention, and engagement with adults in fostering a sense of connection and belonging for students at school.